

*Fort Zumwalt
School District*



Elementary Parent Handbook

Revised July, 2017

In order to assure adequate supervision, all students are requested not to arrive at school more than 10 minutes before classes are scheduled to begin.

<u>SCHOOL</u>	<u>HOURS</u>
Dardenne	9:00-4:00
Emge	9:00-4:00
Flint Hill	8:40-3:40
Forest Park	9:00-4:00
Hawthorn	8:40-3:40
J. L. Mudd	9:00-4:00
Lewis & Clark	8:55-3:55
Mid Rivers	9:00-4:00
Mt. Hope	9:00-4:00
Ostmann	9:00-4:00
Pheasant Point	9:00-4:00
Progress South	8:20-3:20
Rock Creek	8:40-3:40
Twin Chimneys	8:40-3:40
St. Peters	9:00-4:00
Westhoff	8:20-3:20

EMERGENCY CLOSING OF SCHOOL

In the event of an emergency, such as severe weather conditions which may create hazardous road conditions, early closing of schools may be necessary. In such instances, this action will be announced through a district wide notification where all households and parents are contacted and will be posted on the school district's website: www.fz.k12.mo.us.

PLEASE DO NOT CALL THE SCHOOL during these times unless it is necessary. When our telephone is overloaded with calls, we cannot receive important instructional calls from the District Administrative Offices.

Since a parent is not always home, arrangements should be made for any occasion when the child may return home early. Parents should instruct the child accordingly at the beginning of the school year.

STUDENT ABSENCE POLICY

Please call prior to the start of the school day if your child will be absent. Each child who has been absent from school should present a note from a parent or guardian upon return stating the reason for the absence. The child should present the note to the homeroom teacher who will keep it on file.

When a child is expected to be absent, the school should be notified so that provisions for make-up work can be made. Elementary parents who call for make-up work before 12 p.m. (noon) may pick up that work at the end of the school day. Parents who call for work after 12 p.m. (noon) may pick up work on the following school day.

Regular and punctual attendance is vital to the learning process. While absence from school is unavoidable in cases of illness, parents, teachers and building principals should make every effort to keep the loss of instructional time to a minimum.

The Board of Education has adopted a policy which outlines the steps a principal is to take in notifying parents of the number of school days which a child has been absent. The policy states that 15 absences will be considered excessive and 45 days may result in retention.

RELEASE OF PUPILS DURING SCHOOL DAY

Except in emergencies, when a student is to be picked up during school hours, a call to the office and/or a note signed by the parent or guardian must be presented to the teacher on the morning of the day the student is to leave early. The parent or person designated in the note to pick up the student must report to the office, sign a release form, and present a photo ID. **THE STUDENT WILL MEET THE PERSON PICKING HIM/HER UP IN THE OFFICE.** This measure provides for the student's safety.

HEALTH SERVICES & REGULATIONS

The Fort Zumwalt School District will provide a vision screening test to students in grades kindergarten, one, three and five. Test results will be entered into the student's health records. Hearing screenings will be given to students in Kindergarten, first, second and fourth grades. Parents will be notified if there are any concerns as a result of these screenings and a referral will be sent home for follow up with their own physician.

State law requires that school age child receive the following series of immunizations: polio, measles, mumps, rubella, diphtheria, tetanus, pertussis, Hepatitis B, meningococcal conjugate, and Varicella (chickenpox). Any medical or religious exemption must be signed by a physician and/or parent and filed with the school annually.

Please direct specific questions regarding required vaccinations to the school nurse.

CLINIC

There is a Registered Nurse in each elementary building.

ILLNESS OR INJURY

In the event a child becomes ill or is seriously injured, the clinic will contact the parent by telephone. Parents need to report to the office when arriving at school. If a parent can not be reached, the nurse will call the emergency numbers listed on the student's contact form. In critical situations, the student will be transported immediately to the nearest hospital.

EMERGENCY INFORMATION

We must have up-to-date emergency information on file for each student. For your child's welfare, please notify the school immediately if there are changes in your address, phone number, diagnosed allergies, or with your emergency contact person.

MEDICINE AND TREATMENT

Administration of prescription medication is the responsibility of the home and when possible, should not be given at school. However, when the appropriate form (Appx. R1), **SIGNED BY A DOCTOR**, is filed by the parent with the school, approved prescription medication may be taken by the child when administered by school personnel in the clinic. Prescription medication must be secured in a **current, appropriately labeled pharmacy bottle**. It is suggested that medications be brought to school by the parent/guardian. If this is not possible, the medication is to be taken to the nurse's office immediately upon arrival at school. Any remaining prescription medication must be picked up from the clinic by an adult. For administration of over-the-counter medication, please contact the building nurse.

PETS

Parents should make sure that pets do not follow children to school. Safety precautions require that the police department be called to pick up stray animals on the school grounds. The school recommends not having any personal pets on school property during school hours.

STUDENT NUTRITION SERVICES

Student Nutrition Services proudly serves Fort Zumwalt elementary students a nutritious healthy meal daily. All meals served meet or exceed USDA standards for school meals and they comply with the Health, Hungry Free Act and 2010 Dietary Guidelines for Americans.

Elementary students are able to choose from 1 cup of fruit and vegetables, rich grains, low-fat or fat-free milk and high quality proteins for a one price meal structure. The menu and links to food items for nutritional and ingredient information can be found on the district website www.fz.k12.mo.us.

PURCHASE OF BREAKFAST, LUNCH AND MILK

To help expedite meal service, each student is provided a pre-pay meal account. All lunch money sent to the school will be deposited into this account on your child's behalf and is easily accessed using a unique 5 digit pin number assigned to your student. Funds can also be deposited into this meal account online using the parent portal. For a nominal

convenience fee, parents can use a credit or debit card to deposit funds directly into their students' meal accounts. For privacy and security reasons, the parent portal uses PayPal to process all online deposits. By using PayPal, the District does not have access to any of your credit or bank card information.

HAVING LUNCH WITH YOUR CHILD

We encourage you to eat lunch with your child sometime during the school year. Please call the office 3 hours in advance so that the cafeteria staff may determine if extra preparation is needed. Parents should notify the school if a grandparent, or other person has permission to visit at lunch.

VISITS & MESSAGES

OBSERVING SCHOOL CLASSES

Parents are encouraged to visit the school; however, the district discourages interruptions to instructional time. If you would like to visit your child's school, please contact the teacher and make arrangements in advance. Please do not engage the teacher or your child in a conversation or conference while observing. It is most important that the learning environment not be interrupted.

SCHOOL VISITORS

All visitors must report to the office when entering the building. If you wish to deliver something to your child (a lunch box, for instance), please leave it in the office and the child will be notified. This practice insures the children's safety and allows the principal to be aware of visitors in the building. The classroom instructional environment must be maintained with few interruptions so that children receive the maximum benefit from each lesson.

PUPIL ACCIDENT INSURANCE

The district purchases accident insurance for all students through Lawrence E. Smith. Parents may opt to purchase student health insurance (Kid Guard) through the district and should contact the building principal with questions related to this.

TRANSPORTATION & SAFETY

Bus students must ride the bus at all times. Notes from parents stating that their child may walk home will be honored, but we discourage this practice in an effort to insure the child's safety. The note should be brought to school the day the student will not be riding the bus. Any changes in the bus schedule of students must be handled through the transportation department in the District Annex. We have no authority at the school to make these changes. Because of crowded buses, changes will not be made in order that one child may visit another when no emergency exists. The transportation office will attempt to arrange a temporary change of bus when an emergency situation exists. To secure emergency bus changes, contact the Transportation Department personnel at 240-3138.

BICYCLE RIDERS

Depending on safety and location, some elementary schools may permit children to ride bicycles to and from school, but not on school grounds. They must be parked in the bike rack. Each student should have a lock for his/her bicycle as the school cannot be responsible for theft or damage to bicycles.

FIRE, EARTHQUAKE, TORNADO AND SCHOOL LOCKDOWN DRILLS

All students are taught to take proper precautions should an emergency develop. Drills are practiced at intervals during the school year. If you have any questions concerning emergency procedures, please discuss it with your child's teacher or the building principal.

FORT ZUMWALT SCHOOL DISTRICT
EARLY CHILDHOOD AND ELEMENTARY STUDENT
DISCIPLINE GUIDELINES
(GRADES K-5)

Revised: July 13, 2017

At the early childhood and elementary (K-5) level, appropriate student behavior and lasting habits of good citizenship can best be accomplished by recognizing good behavior. Students will be recognized for following school rules and maintaining good citizenship through special recognition programs arranged by the principal. This is seen as being effective in maintaining a good learning environment and encourages the young student to abide by rules of good behavior. In addition, teachers are encouraged to have a system for recognizing good behavior in the classroom. The greatest rewards are intrinsic, knowing that productive behavior contributes to the success of the school community.

However, when the rights and privileges of others have been abridged, the educational process interrupted, or illegal acts committed, which include off campus misconduct that is prejudicial to good order or discipline in the schools or impairs the morale and good conduct of students, policy dictates that certain consequences be appropriately applied. Each principal will establish a brief list of simple school rules to ensure an appropriate atmosphere for instruction. In addition, classroom teachers will also have a classroom management plan that has been approved by the principal. Special rules will also be posted for the cafeteria, playground and the school bus.

The school district is committed to providing an environment free from intimidating, hostile, or offensive behavior, verbal or physical conduct or communication constituting sexual harassment or sexual assault. Sexual harassment or assault by a student against any student is prohibited. Sexual harassment of a student by another student may include such things as sexually oriented jokes, remarks, cartoons, pictures, letters, or physical contact such as patting, pinching, grabbing, groping or probing.

The Fort Zumwalt Board of Education declares a policy against and prohibits racial harassment. Policy ACA prohibits any oral, written, graphic or physical conduct related to an individual's race, color or national origin so as to interfere with or limit his/her ability to participate in or benefit from programs. Examples of this conduct can include, but are not limited to, racial name calling, graffiti, cartoons of a negative demeanor, racially motivated harassing, threatening or intimidating comments, and physical acts of aggression. Allegations of racial harassment should be reported to the most immediate administrator or the Title VI coordinator, Assistant Superintendent Student Personnel Services, at 555 E. Terra Lane, O'Fallon, MO 63366, Phone: (636) 240-2072, Ext. 18511. Nothing in policy ACA prohibits a complaint from being filed with the Office of Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri, 64114, phone: (816) 268-0550.

Elementary (Grades K-2)

Two times during the year, administrators will present information to K-2 grade students. These presentations will outline expectations for behavior. These presentations will include information related to courtesy, cooperation, respect, racial and sexual harassment, threats of violence, bullying and cyberbullying, safety, and responsibility. Students in the primary grades typically demonstrate behaviors that are less severe than older students and coupled with their inexperience in a structured instructional setting need to be addressed for misbehavior differently. Therefore, the most suitable approach is to establish and maintain appropriate behaviors with methods less structured than those outlined herein for older students. While the classroom teacher will handle many of the more minor violations of rules, in the event of chronic or serious misbehavior, the district Elementary Discipline Referral and Feedback Form will be used to indicate incidents of misbehavior and action taken when an incident requires the intervention of the principal. Therefore, it is sometimes necessary to take more firm disciplinary action than the guidelines might call for because of repeated misconduct. In situations such as this, the student's last act of misconduct could very well be of a milder nature than some of the previous acts of misconduct, causing the administration to recommend firmer disciplinary action because of repeated misconduct. This code includes, but is not limited to, acts of students on school playgrounds, parking lots, school buses, bus stops or at a school activity which includes behaviors both on and off campus.

Elementary (Grades 3-5)

Two times during the year, administrators will present information to 3-5 grade students. These presentations will outline expectations for behavior. These presentations will include information related to courtesy, cooperation, respect, racial and sexual harassment, threats of violence, bullying and cyberbullying, safety, and responsibility. Intermediate elementary students (grades 3, 4, and 5) have experienced the structured school setting and are familiar with expectations and appropriate behavior. Classroom teachers must establish appropriate expectations with the entire class at the beginning of the school year, thereby providing the appropriate setting for instruction. The district Elementary Discipline Referral and Feedback form will be used to indicate incidents of misbehavior and action taken when an incident requires the intervention of the principal. Therefore, it is sometimes necessary to take more firm disciplinary action than the guidelines might call for because of repeated misconduct. In situations such as this, the student's last act of misconduct could very well be of a milder nature than some of the previous acts of misconduct, causing the administration to recommend firmer disciplinary action because of repeated misconduct. This code includes, but is not limited to, acts of students on school playgrounds, parking lots, school buses, bus stops or at a school activity which includes behaviors both on and off campus.

STUDENT USE OF CELL PHONES/PORTABLE ELECTRONIC DEVICES

The Fort Zumwalt School District strongly discourages students from bringing cell phones and other electronic devices to school. Students possessing these items on school property do so at their own risk. Parents should not expect the district to be responsible for such items. In the instance that a device is suspected stolen or lost, the student must immediately report such to the office and file a written statement to document serial number and other identifiable information. This written statement will be forwarded to law enforcement personnel.

Acts Of Misconduct Which Are Minor In Nature

Minor misbehaviors may impede the orderly operation of the classroom or school. Such misbehavior can usually be handled by an individual staff member, but sometimes requires the intervention of other school support personnel. These misbehaviors may include, but are not limited to, the following:

1. Classroom disruptions such as excessive talking, inappropriate sounds, out of seat without permission, distracting others, etc.
2. Dishonesty
3. Failure to follow or carry out directions after redirection
4. Scuffling (minor pushing or shoving) that is consensual
5. Possession of prohibited articles such as water pistols, radios and other electronic devices, etc.
6. Other minor misbehaviors as stipulated in the approved classroom management plan
7. Bullying/ Harassment

Acts Of Misconduct Of A More Serious Nature

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school will be handled more sternly than those previously described. Those infractions which result from the continuation of minor misbehaviors, listed previously, require the intervention of personnel on the administrative level because the execution of disciplinary options has failed to correct the situation. These behaviors may include but are not limited to:

1. Bullying Behavior/Harassment
2. Persistent or habitual misconduct
3. Threats of Violence
4. Habitual late arrival to school
5. Blatant Disrespect/Insubordination
6. Theft/Possession of stolen items
7. Vandalism
8. Academic Dishonesty
9. Fighting
10. Sexual Harassment/Sexting
11. Racial Harassment
12. Possession/Use of Tobacco (includes electronic cigarettes)
13. Assault/Sexual Assault
14. Truancy
15. Possession and/or Use of a Firearms/ Weapon/Explosives/Nuisance Items

SEXUAL HARASSMENT

This school is committed to maintaining an environment for its students that is free from sexual harassment. Sexual harassment is prohibited and is defined as unwelcome or inappropriate verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee of the school or fellow student. If a student believes he or she is being sexually harassed, the student should bring the concern to the attention of a principal. The principal will fully investigate the concern and will notify the student and his/her parents of the result of the investigation. If the investigation substantiates the sexual harassment has occurred, the district will take appropriate disciplinary action against the offender. There will be no retaliation against or adverse treatment of any student who uses the complaint procedure to resolve a concern.

The appropriate disciplinary response to these misbehaviors includes intervention or referral to the principal by the staff member who is supervising the student or who observes the misbehavior. Disciplinary options available to the principal for this type of conduct include, but are not limited to:

1. Consequences as stipulated in the approved classroom management plan as approved by the principal
2. Verbal reprimand/Warning
3. Withdrawal of privileges/Isolation from activity or group
4. Conference with parents by phone or in person. At this time parents may be notified that persistent misbehavior could/will result in temporary removal of the child from the classroom or from school.
5. Conference with student
6. In-School Suspension/Out-of-School Suspension with make-up work

7. Withdrawal of privileges such as recess, possible loss of field trip privileges, assemblies, or school activities, etc.
8. Referral to outside agency or school district support service
9. Financial restitution, if applicable
10. Bus suspension
11. Possible referral to Superintendent or Board of Education for further action
12. Notification of law enforcement officials

Acts Of Misconduct On School Buses

Student behavior on school buses is expected to be orderly and such that it does not jeopardize the safety of others on the bus. Instances of misconduct which pose serious safety concerns will require the bus driver to report the serious incident as quickly as possible to the appropriate principal in order for immediate action to be taken. Incidents of a more serious nature may require immediate consequences, including suspension.

Acts Of Misconduct On School Buses (continued)

Grades K-2

- 1st Offense - Notice to Parents and/or Conference
- 2nd Offense - Notice to Parents and/or Conference
- 3rd Offense - 3 day bus suspension
- 4th Offense - 5 day bus suspension
- 5th Offense - Suspension from bus

Grades 3-5

- 1st Offense - Notice to Parents and/or Conference
- 2nd Offense - 3 day bus suspension
- 3rd Offense - 5 day bus suspension
- 4th Offense - 10 day bus suspension
- 5th Offense - Suspension from bus

OUT-OF-SCHOOL SUSPENSIONS RELATED TO SUBSTANCES/CHEMICALS

(Substances/Chemicals refer to drugs, alcohol, or any substances represented to be such.)

The presence of a student in this category constitutes a threat to other students as well as himself/herself and has a negative effect upon the learning atmosphere. Since this type of offense is also against the law, any substance case will be reported to the appropriate legal authority. Out-of-school suspensions in this category will, hopefully, serve as a deterrent, a protector of other students, a consequence for breaking the school rules, and, if needed, lead the parent and child to appropriate treatment services.

POSSESSION AND/OR USE/UNDER THE INFLUENCE

- First Offense: + Referral to Superintendent for possible additional suspension days. Turning in make-up work will be required. Notification to law enforcement officials.
5 to 10 days by principal

NOTE: Parents must have an intake assessment conducted for their child at a recognized resource agency for substance abuse. (See attached Resource Agency List) An Intake Assessment Verification Form will be provided by the principal. Turning in make-up work will be required.

- Second Offense: + Referral to Superintendent for possible additional suspension days. Turning in make-up work will be required. Notification to law enforcement officials.
10 days by principal

SALE

- First Offense: + Referral to Superintendent for additional suspension days. Turning in make-up work will be required. Notification to law enforcement officials.
10 days by principal

Re-Entry Conferences

Before a student can re-enter school following an extended out-of-school suspension, the student and parent must have a conference on the re-entry date with the appropriate administrator and/or counselor. The appropriate counselor will schedule a second conference with the student within one month after returning to school. When out-of-school suspensions occur at the end of the school year and are for more school days than are left in the current school year, the out-of-school suspension may carry into the next year.

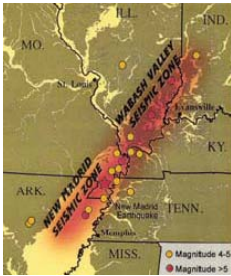
This discipline policy listed is a summary taken from policy JG and regulation JG-R. It is a fair representation of what has been adopted by the Board of Education but does not include all of the information in the policy and regulation. Parents wishing to review the entire policy and regulation may do so at the administrative office of their child's school, or the District Administrative Offices located at 555 E. Terra Lane, St., O'Fallon, Missouri.

Earthquake Safety For Missouri's Schools

The New Madrid Seismic Zone Extends 120 Miles Southward from the area of Charleston, Missouri, and Cairo, Illinois, through New Madrid and Caruthersville, following Interstate 55 to Blytheville and on down to Marked Tree, Arkansas. The NMSZ consists of a series of large, ancient faults that are buried beneath thick, soft sediments. These faults cross five state lines and cross the Mississippi River in three places and the Ohio River in two places.

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local minor damage, about every 18 months. Magnitudes of 5.0 or greater occur about once per decade. They can cause significant damage and be felt in several states.

The Highest Earthquake Risk in the United States outside the West Coast is in the New Madrid Seismic Zone. Damaging temblors are not as frequent as in California, but when they do occur, the destruction covers over more than 20 times the area due to the nature of geologic materials in the region. The 1968 5.5 magnitude Dale, Illinois earthquake toppled chimneys and caused damage to unreinforced masonry in the St. Louis area, more than 100 miles from the epicenter. A 5.2 magnitude earthquake in April 2008 in southeast Illinois, did not cause damage in Missouri, but was felt across much of the state.



A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one in 1895 was centered near Charleston, Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S. Geological Survey reports. The results would be serious damage to un-reinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

A Major Earthquake in this Area - the Great New Madrid Earthquake of 1811-12 was actually a series of over 2000 shocks in five months, with several quakes believed to be a 7.0 Magnitude or higher. Eighteen of these rang church bells on the Eastern seaboard. The very land itself was destroyed in the Missouri Bootheel, making it unfit even for farming for many years. It was the largest release of seismic energy east of the Rocky Mountains in the history of the U.S. and was several times larger than the San Francisco quake of 1906.

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

What Can We Do to Protect Ourselves? Education, planning, proper building construction, and preparedness are proven means to minimize earthquake losses, deaths, and injuries.

Prepare a Home Earthquake Plan

Choose a safe place in every room--under a sturdy table or desk or against an inside wall where nothing can fall on you. Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.

Choose an out-of-town family contact.

Take a first aid class from your local Red Cross chapter. Keep your training current.

Get training in how to use a fire extinguisher from your local fire department.

Inform babysitters and caregivers of your plan.

Eliminate Hazards

Consult a professional to find out additional ways you can protect your home, such as bolting the house to its foundation and other structural mitigation techniques.

Bolt bookcases, china cabinets and other tall furniture to wall studs.

Install strong latches on cupboards.

Strap the water heater to wall studs.



Prepare a Disaster Supplies Kit for Home and Car

First aid kit and essential medications.

Canned food and can opener.

At least three gallons of water per person.

Protective clothing, rainwear, and bedding or sleeping bags.

Battery-powered radio, flashlight, and extra batteries.

Special items for infant, elderly, or disabled family members.

Written instructions for how to turn off gas, electricity, and water if authorities advise you to do so. (Remember, you'll need a professional to turn natural gas service back on.)

Keeping essentials, such as a flashlight and sturdy shoes, by your bedside.

Know What to Do When the Shaking BEGINS

DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.

In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.

If you are in bed, hold on and stay there, protecting your head with a pillow.

If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.

If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

Know What to Do AFTER the Shaking Stops

Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.

Check others for injuries. Give first aid for serious injuries.

Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking. (Remember, only a professional should turn it back on.)

Listen to the radio for instructions

Expect aftershocks. Each time you feel one, **DROP, COVER, AND HOLD ON!**

Inspect your home for damage. Get everyone out if your home is unsafe.

Use the telephone only to report life-threatening emergencies.

The information contained in the flier was extracted from the American Red Cross website http://www.redcross.org/services/prepare/0,1082,0_241_00.html, Missouri State Emergency Management Agency website (<http://sema.dps.mo.gov/EQ.htm>) and the Federal Emergency Management Agency website (<http://www.fema.gov/hazard/earthquake>). This flier could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.455

GOOD HABITS ARE IMPORTANT FOR SCHOOL SUCCESS

Success in school is largely a matter of habit, and one of the best ways parents can help their children do well in school is to encourage them in the development of good academic habits. Most students develop a pattern of either success or failure by the third or fourth grade. Students who develop a pattern of success usually do well in school and enjoy school. Those who don't develop this pattern have more difficulty in school and constantly feel that school is a punishment rather than a privilege for them.

Parents and students can contribute to school success by consciously practicing good habits. Some habits which parents and students should emphasize are:

1. Regular School Attendance. Parents must convey the attitude that going to school is as important to youngsters as going to work is for adults. Children and youth should not be permitted to miss school except for genuine illness or family emergencies.
2. Meet Deadlines for School Assignments. Students should make every effort to complete all assignments on or before the assigned deadline. This prevents work from “stacking up” and it encourages students to plan their time and activities around their school work. Completing work on time is also an essential job skill and a good habit.
3. Develop Good Study Habits. These include: keeping up with assigned reading, taking good class notes, learning to use reference materials, having a quiet place for study at home and being willing to do more than the minimum assignment. Parents can play a crucial role in the development of student habits by emphasizing these ideas with students as soon as they begin school.
4. Reading. Students can practice the reading skills needed for school work by reading other materials independently. Reading newspapers, magazines and other non-academic material stimulates new interests and helps create desire and enthusiasm for reading. Parents can cultivate a reading enjoyment by reading with the children (preschoolers especially) and by setting an example of reading themselves. Having good books in the home and reading instead of watching television demonstrate to youngsters that their parents believe reading is important and enjoyable.
5. Active Participation in Learning. Parents should emphasize the attitude that learning is work and that students must be willing to work hard to take advantage of the opportunities provided by school. Students will not learn as much or as quickly if they have the attitude that the teacher must “make them learn” or that they can simply sit in class and, with no effort, absorb everything they need to know.
6. Positive Attitudes Toward Teachers and School. This is an attitude learned at home which parents and students should share. Hopefully, the teacher and the school have earned the respect of the community. When differences arise, parents and students should respect the authority and responsibility of the school. If parents and students will make it a habit to do so, better learning and fewer discipline problems will result.

TELEPHONE USAGE

Telephone calls to and from students are not encouraged. Important messages are taken by the office staff and delivered to the child or the teacher. Only in an emergency will a teacher or student be called to the telephone during school hours. Of course, children may use the office phone to call home in an emergency or at the teacher’s request.

CLOTHING & PERSONAL BELONGINGS

LOST AND FOUND

If found, items such as purses, billfolds and eyeglasses are given to the office staff and may be claimed there. All other lost and found articles (jackets, sweaters, gloves, boots, umbrellas, lunch boxes, etc.) are kept in a “lost and found box.”

Items unclaimed at the end of the school year are given to charitable organizations. We recommend that outer clothing and other personal belongings be labeled.

TENNIS SHOES AND SHORTS

Appropriate clothing for participation in physical education classes will be explained during the first few days of school. Should students be required to change clothes for physical education, they will be allowed sufficient time to change before class begins. These items may be carried from home or they may be stored in the classroom in a location determined by the teacher.

DRESS APPEARANCE

Parents have the basic responsibility for the appropriate dress and grooming of their children. Dress or grooming on the part of the student should not be detrimental to safety and health or distracting or disruptive to the learning environment. Whenever possible, students who dress in a manner inappropriate will be offered the option of borrowing a t-shirt from the clinic or guidance department before calling parents.

SCHOOL PARTIES

Appropriate classroom activities in observance of holidays and/or special days are part of the regular school program. It is recommended that parties should be 45 minutes to one hour in length and there shall be no more than three parties per year.

Parties planned by parents to celebrate a child's birthday are not to be held in school or under the auspices of the school. Students may bring store bought pre-packaged, individually wrapped treats if they receive teacher approval prior to bringing the treats. ***DISTRICT POLICY PROHIBITS HOME-BAKED TREATS FOR ANY TYPE OF ACTIVITY.***

FIELD TRIPS

Field trips are often a part of the school program. Instructions and permission slips are sent home prior to the trip. Money and permission slips must be returned to the school at least one day before the scheduled trip. Children who do not return a signed permission slip will be unable to participate in the field trip.

HOMEWORK

The Board of Education recognizes that homework can be a valuable learning tool when a student clearly understands the assignment and when that assignment is geared to the ability level and learning style of the individual student.

The purposes of homework are:

- to support and strengthen curricular goals
- to provide practice and application of skills
- to check for understanding
- to inform parents of required skills

Teachers will fulfill these purposes by assigning three types of homework:

- **Practice Exercises** – opportunities to apply new knowledge or to reinforce newly acquired skills.
- **Preparatory Work** – requires obtaining background information on a unit of study to be prepared for the following day's class.
- **Extension Assignments** – the pursuit of knowledge individually and imaginatively.

HOMEWORK TIME GUIDELINES

The following time guidelines are maximum nightly guidelines. Homework is not required on a nightly basis nor should teachers interpret the guidelines to mean that it is appropriate to skip one day and assign twice as much the following. Teachers should avoid assigning homework on weekends and holidays, except for long-term projects and tests.

I. Elementary

Homework assignments should involve mainly the mastery of skills taught in the classroom. Specific guidelines should be given to the parents regarding the school's expectations for time required for homework and the need for a specific time and quiet place for the child to work.

The completion of and/or the lack of satisfactory completion of homework should be called to the attention of the parents.

General time guidelines:

Grade Recommended Maximum Amount of Time

<u>Grade</u>	<u>Recommended Maximum Amount of Time</u>
K-1	5 to 10 Minutes
2-3	10 to 30 Minutes
4-5	30 to 50 Minutes

II. Middle School

Homework assignments at the middle school should be mainly practice exercises and preparatory work. Coordination of homework assignments with other team members should be incorporated in team planning.

The completion of and/or the lack of satisfactory completion of homework should be called to the attention of the parents. General time guidelines:

<u>Grade</u>	<u>Recommended Maximum Amount of Time</u>
6	60 minutes total for all classes
7	70 minutes total for all classes
8	80 minutes total for all classes

III. High School

As classroom becomes more advanced and students choose diverse course offerings, homework requirements may vary substantially among students. Homework assignments at this level not only include the review of skills taught and preparatory work, but also incorporate experiences that will enrich the total educational experience of the students.

The completion of and/or the lack of satisfactory completion of homework should be called to the attention of the parents.

General time guidelines:

<u>Grade</u>	<u>Maximum Amount of Time</u>
9-10	90 to 100 minutes total for all classes
11-12	100-120 minutes total for all classes

HOMEWORK GRADING GUIDELINES

To ensure that students are receiving benefit for their efforts in homework, feedback on the accuracy of all homework assignments should be provided promptly. As the purpose of homework is skill development and formative assessment, it should not be used as a primary determiner of student progress and should be limited to no more than 25% of a student's grade.

DISTRICT GRADING PROCEDURES

The policy of the Fort Zumwalt School District Board of Education states:

The Fort Zumwalt School District student evaluation plan is designed with flexible criteria to encompass individuality. This is helpful in attempting to analyze each student's progress to the student, parents/guardians and teachers. The following guidelines reflect the procedures to be used regarding grading at the district elementary schools:

The purposes of grading at the elementary level are:

1. To keep the student informed of his/her progress.
2. To make the parents/guardians knowledgeable of the level of achievement and the effort of the student.
3. To help the teacher provide a report of individual progress.
4. To aid in assessing the student's readiness for the next grade.

Grading Methods Used for Elementary Students Are:

1. Kindergarten – The Kindergarten report card will be issued at the end of each quarter. This information will provide feedback in the areas of: English Language Arts (ELA), Mathematics, Social Studies, Science, Life-Long Learning Skills and Fine & Applied Arts (Art, Music & Physical Education). Each child's report card will also contain teacher comments to further define the child's development.

2. Grades 1 and 2 – In grades one and two the progress of a student is reported to parents/guardians by an appropriate checklist which will provide feedback in the areas of English Language Arts (ELA), Social Studies, Science and Health, Mathematics, Life-Long Learning Skills and Fine & Applied Arts (Art, Music & Physical Education).

The following Student Evaluation Scales will be used:

Kindergarten

4 = Mastered

3 = Advanced Progress

2 = Beginning Progress

1 = Of Concern

☐(shaded box) =Not Taught At This Time

Grades 1&2

4 = Mastered

3 = Advanced Progress

2 = Beginning Progress

1 = Of Concern

☐(shaded box)=Not Taught At This Time

Grades 1&2 FINE & APPLIED ARTS

4 = Exceeds Expectations

3 = Meets Expectations

2 = Emerging

1 = Area of Concern

N=Not Taught At This Time

* = Modified

Student effort is addressed in Fine & Applied Arts. Life-Long Learning skills are addressed in kindergarten, first and second grades.

- Grades 3-5 – In grades three through five, the progress of students is reported to parents/guardians in the areas of academic achievement, teacher observation of student effort, and related student progress (i.e., citizenship and work habits).

The following grading scale will be used on the report cards in grades three through five:

95 – 100 = A

90 – 94 = A-

87 – 89 = B+

84 – 86 = B

80 – 83 = B-

77 – 79 = C+

74 – 76 = C

70 – 73 = C-

67 – 69 = D+

64 – 66 = D

60 – 63 = D-

Below 60 = F – Failing

X = See Narrative

N = Not being taught this quarter

* = modified

The percentages will relate to the approved district curriculum scope and sequence for the grade level and subject area. For example, a C means a student has a mastery level of 70-79 percent of the material appropriate for the instructional level.

Letter grades are indicative of the student’s performance related to the curriculum for the grade level. Letter grades in grades three through five are used for:

Reading

Language

Spelling

Mathematics

Social Studies

Science and Health

In the areas of art, physical education and music, in grades three through five, the following number rating will be used to indicate an achievement grade in lieu of a letter grade:

- 4 = Exceeds Expectations
- 3 = Meets Expectations
- 2 = Emerging
- 1 = Needs Improvement
- * = Modified

The same number rating system that is used for grading achievement will be used to grade effort in each of the subject areas. The use of this rating system will provide the teacher with an opportunity to recognize the effort of a student who is trying, but is not capable of making a higher letter grade in a subject(s). Efforts represent the most significant factor in success, both in and out of school. Emphasis should be given by the teacher to this area of the report card. This can also be accomplished through written comments on the report card and in parent/guardian conferences.

The following number rating system will be used for the work habits/citizenship section of the grade report:

- 3 = Excellent
- 2 = Satisfactory
- 1 = Needs Improvement

SPECIAL EDUCATION PROGRAMS

Grading purposes, methods and practices are the same for disabled students as for other students. However, grading in the special programs is more individualized. When determining grades for individual students, the focus is assessing the student's progress of achievement in relationship to his/her potential.

Grades of record are given each quarter. The quarter grades are to be placed in the student's permanent record no later than the end of each semester, which is consistent with district practices. Special education program grades are noted as such on the permanent record card.

REPORT CARDS & PARENT/TEACHER CONFERENCES

Grading methods used for elementary children are:

KINDERGARTEN, GRADES 1-2

The kindergarten report card will be issued at the end of each quarter. A progress report will be issued for the third quarter. Grades 1 – 2 report cards will be issued at each quarter. These report cards will provide appropriate checklists to show individual mastery of skills. The teacher comments section will be used to further define your child's development.

GRADES 3-5

In grades three through five, the progress of students is reported in the areas of academic achievement, teacher observation of student effort and related student progress (i.e., cooperation, work habits, listening skills, etc.) Added to these assessments will be teacher comments that provide additional developmental information about your child. Report cards will be issued each quarter.

Examine the report card thoroughly. If there is any area which is not completely clear, contact the school for clarification. The value of the reporting process is enhanced if it is truly a two-way communication system. Concerns and questions need to be resolved promptly so that each child's educational program may proceed unhampered.

Please place special emphasis on the effort area of the report card. Effort represents the most significant factor in success both in and out of school. All children may not be capable of achievement at the same rate, but all children can work up to their potential if they put forth the effort.

Parent-teacher conferences are considered to be an integral part of the school program and are strongly encouraged. In addition to the regularly scheduled parent-teacher conferences in the fall, additional conferences may be arranged by calling the school office.

Parents sometimes detect or suspect student problems before we do. These problems of anxieties might be in the area of behavior, interpersonal relations or student progress. Under these conditions, a parent should immediately request a conference with the teacher concerned.

If the parents are not satisfied after consultation with the teacher, they are encouraged to bring the matter to the attention of the principal.

In order to assist you in having a successful conference, please keep in mind: 1) conference time is limited; and 2) since you will want to get as much information as possible during that time, if you have a need to discuss a specific problem, the teacher would appreciate knowing in advance so that pertinent data can be gathered.

COMPREHENSIVE TESTING PROGRAM

Each year, several standardized tests are administered to the students. These tests are given in order to measure a student's individual progress in the academic subject areas.

<u>Grade Level</u>	<u>Standardized Test</u>	<u>Administration Date</u>
Pre-School	Developmental Indicators for the Assessment of Learning (DIAL)	by appointment
1 st & 2 nd	Reading Achievement	throughout the year
3 rd , 4 th and 5 th	MAP (Missouri Assessment Program)	spring

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the standards adopted by the Missouri State Board of Education. The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

The testing program of any school district serves three basic purposes: It should indicate how well the educational program and the adopted curricula are preparing students academically; it should serve as an indicator of problem areas that need more emphasis in the curriculum; and it should assist in identifying students with special learning needs that cannot be met in the regular curriculum. The testing program in the Fort Zumwalt School District continues to serve all three purposes well.

VOLUNTEER PROGRAM

The Board of Education recognizes that community and parent volunteers make valuable contributions to the district's schools and encourages volunteer participation in district programs. Further, parent and community involvement are essential components of high student achievement. The Board endorses a volunteer program and expects its professional staff to encourage and strengthen community and parent involvement in the schools.

All school volunteers must have a criminal background check through the school office. The depth of the check is dependent on the extent of the volunteer work. Parents are encouraged to contact the principal if interested in volunteering in any aspect of the school program.

NOTICE OF NONDISCRIMINATION

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organizations that have entered into agreements with the Fort Zumwalt School District are hereby notified that the School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. In addition, the School District provides equal access to the Boy Scouts of America and other designated youth groups. Information on additional prohibited behavior is outlined in Board of Education Policy AC.

Any person having inquiries concerning the Fort Zumwalt School District's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) or the Boy Scouts of America Equal Access Act, is directed to the respective Compliance Coordinator listed below, who oversees the School District's efforts to comply with the laws and regulations implementing the laws and regulations cited above.

The Fort Zumwalt School District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The School District's Compliance Coordinator will provide information regarding those procedures upon request.

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may also contact the Office for Civil Rights:

One Petticoat Lane, 1010 Walnut Street, Suite 320

Kansas City, MO 64106

Telephone: (816) 268-0550

Facsimile: (816) 268-0559

[Email: OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

COMPLIANCE COORDINATORS

*Jeremy Moore, Assistant Superintendent for Student Services
Compliance Coordinator for Student Complaints
555 E. Terra Lane, O'Fallon, Missouri
636-272-6620*

*Dr. Jackie Floyd, Assistant Superintendent for Personnel
Compliance Coordinator for Staff Complaints
555 E. Terra Lane, O'Fallon, Missouri
636-272-6620*

*Dr. Henry St. Pierre, Assistant Superintendent for Special Services
Compliance Coordinator for 504 Complaints
555 E. Terra Lane, O'Fallon, Missouri
636-272-6620*

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Fort Zumwalt School District receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Fort Zumwalt School District to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(I) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the

**Every Student Succeeds Act of 2015 (ESSA)
Complaint Procedures
Missouri Department of Elementary and Secondary Education**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
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1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.